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ABSTRACT

The annotated bibliography lists approximately 100 resources (1962-82) on identification of gifted students. The research studies and conceptual papers were chosen because they represent a cross section of procedures and uses of identification instruments. Entries are arranged alphabetically by author's last name and include information on title, source (including publication data and pagination) and a brief annotation. Those documents available from the ERIC (Educational Resources Information Center) Document Reproduction Service are indicated. (CL)

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An Annotated Bibliography

on

IDENTIFICATION OF THE GIFTED STUDENT

by

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1983

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
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The following annotated bibliography includes resources for information on empirical studies and conceptual papers on IDENTIFICATION OF THE GIFTED STUDENT.

The entries listed here do not represent an exhaustive list; however, they do represent a cross section of procedures and uses of instruments which can provide information on, and support for, the use of certain procedures.

We recognize that identification procedures of the Terman Studies and subsequent documents of the 1950's and 60's have been helpful in the development of identification procedures for the gifted but we have selected the bulk of our bibliography from studies and other papers that were published during the late 1960's through the 1980's.

For assistance in using this bibliography, the following codes and symbols are defined.

ED = Education Resource Information Center Documents (ERIC). These ERIC documents are available from:

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* = Entry taken from: Launbenfels, J. The gifted student: An annotated bibliography.

AUTHOR: Ahr, A.

TITLE: The development of a group preschool screening test for early school entrance.

SOURCE: Psychology in Schools. 4 (1): 59-63, Jan.,1967. 5 references.

Describes the development and evaluation of a group preschool screening test designed for early admission programs. The data suggest that it is possible to test preschoolers in a group setting with a reasonable degree of reliability and validity. *

EC170456

AUTHOR: Aldrich, P. W.

TITLE: The challenge of screening and identification of gifted students in New York State: a task for all.

SOURCE: Impact on Instructional Improvement, 1981, pp. 11-24.

This article offers general principles on screening and identifying gifted students to school personnel.

AUTHOR: Alexander, P. & Mura, J.

TITLE: Gifted reading programs: uncovering the hidden potential.

SOURCE: Reading Horizons, Sum. 1980, 20 (4), 302-10.

Presents an observational checklist for determining giftedness, based on ten categories of behavior; suggests a model for identification of dominant cultural and subdominant cultural gifted that emphasizes positive performance criteria.

AUTHOR: Alvino, J., McDonnel, R. & Richert, S.

TITLE: Identification practices in gifted and talented education.

SOURCE: Exceptional Children, October 1981, 48 (2), 124-132.

This article describes the results of a national survey of identification practices found in gifted education. Survey data is analyzed among findings are obvious of standardized testing, confusion over the definition of giftedness and lack of understanding of what should or should not be decided.

AUTHOR: Anastasi, A.

TITLE: Commentary on precocity project.

SOURCE: Journal of Special Education. Spring 1975, 9 (1), 93 - 103.

Evaluation of report of a project in which identification was done by using indices of outstanding performance in particular areas of developed ability, and through intervention programs. Suggests use of California Personality Inventory and Adjective checklist to learn more about development and origins of mathematical talent.

AUTHOR: Anastasi, A. & Bosh-Liechtt, R.

TITLE: The Franck Drawing Completion Test as a measure of creativity.

SOURCE: Journal of Genetic Psychology, Sp. 1971, 119 (1), 3-12.

High school boys and girls were given the first 12 items of Franck Drawing Completion Test (FDCT) for differentiating among high levels of creativity.

AUTHOR: Anastasiow, N. J.

TITLE: Maximizing identification of the gifted.

SOURCE: Journal of Educational Research, July 1964, 57 (10), 538-41.

Discusses a California district's attempt to identify elementary gifted based on teacher recommendations and testing. *

AUTHOR: Argulewicz, E. N. & Elliott, S.

TITLE: Validity of the SRBCC for Hispanic and Anglo gifted students.

SOURCE: ED 210312, 1981.

Investigated the validity of using Behavioral Rating Scale for identifying gifted or creative students among three ethnic groups. A comparison of elementary age Anglo and Hispanic students was made. Students were given the Stanford Achievement Test (SAT) and Scales for Rating the Behavioral Characteristics of Superior Students (SRBCC). Results indicated SRBCC showed minimal predictive validity for intelligence or achievement test performance among Anglo students. Results indicated some value for Hispanic students.

AUTHOR: Baldwin, A. Y.

TITLE: The Baldwin Indentification Matrix.

SOURCE: Educational Planning for the Gifted: Overcoming Cultural, Geographic, and Socioeconomic Barriers. Council for Exceptional Children, Reston, Va., 1978.

The matrix format is designed to be a more equitable way of selecting students for programs for the gifted. It uses a series of instruments and a weighting method for getting a total score.

AUTHOR: Baldwin, J. W.

TITLE: The relationship between teacher-judged giftedness, a group intelligence test and an individual intelligence test with possible gifted kindergarten pupils.

SOURCE: Gifted Child Quarterly, Winter 1962, 6 (4), 153-156 (6 references).

Reports the results of screening experiments on 100 children from 22 different California kindergarten classes rated as gifted by experienced teachers. Of those who were gifted on the Stanford-Binet, only 38 percent were identified by teachers and only 39 percent through use of group tests. Suggests ways of improving teacher performance. *

AUTHOR: Bernal, E.

TITLE: Special problems and procedures for identifying minority gifted students.

SOURCE: ED 203652, 1981.

Author reviews key problems with the usual practices of identifying gifted students from the perspective of the minority child, in particular the gifted bilingual. Suggests alternate approaches for testing. The contribution of Guilford's Structure of the Intellect Model in expanding the definition of giftedness is pointed out. Recommends inclusion of children who show giftedness potential on one or more indicators of giftedness traits.

AUTHOR: Blackshear, P. et al.

TITLE: Black and gifted.

SOURCE: ED 196229, 1980.

The report includes two papers on potentially gifted and talented black students. The first deals with identification of black gifted students in Washington, D. C. public schools tracing the evolution over 3 years of an identification system using the Baldwin Identification Matrix. The second discusses a special program for the potentially gifted and the problems experienced in identifying these children.

AUTHOR: Borland, J.

TITLE: Teacher identification of the gifted: a new look.

SOURCE: Journal for the Education of the Gifted, September 1978, 2 (1), 22-32.

This study looks into the effectiveness of teacher recommendations of gifted students. There is some evidence to suggest that teachers may not be as imperceptive as has been previously asserted.

AUTHOR: Breiter, J.

TITLE: An identification of the staus of education for the gifted elementary children.

SOURCE: State of Iowa Journal for the Education of the Gifted, Summer 1979, Vol. 2, 225-241.

Of the 449 public school districts in Iowa that have or are planning programs for the gifted elementary students, this study focuses on what factors in planning such programs seem of most importance in the fall of 1977. Four major conclusions are stated as well as three recommendations resulting from this study.

AUTHOR: Blumenfeld, W. S.

TITLE: Selecting talented Negro students: nominations vs. test performance.

SOURCE: Research Reports, Volume 5, No. 6, 1969. Ford Foundation, National Science Foundation, Washington, D. C. (FGK 57295; QPX 270000).

Two methods were used to identify participants in National Achievement Scholarship Program: (1) high school nomination, (2) National Merit Scholarship qualifying test. The test tended to identify students of higher socioeconomic status.

AUTHOR: Bruch, B.

TITLE: Modification of procedures for identification of the disadvantaged gifted.

SOURCE: Gifted Child Quarterly, Winter 1971, 15 (4), 267-272.

Demonstrated the efficacy of using the Meeker method of interpreting the Stanford-Binet Intelligence Scale as a means of identifying giftedness among disadvantaged pupils.

AUTHOR: Callahan, C. M. & Coruo, M. L.

TITLE: Validating the Ross Test for Identification and Evaluation of Critical Thinking.

SOURCE: Journal for the Education of the Gifted, Fall 1980, 4 (1), 17-26.

Assessed the structural validity of the Ross Test of High Cognitive Processes (a recently developed instrument designed to assess the higher level thinking skills of analysis, synthesis, and evaluation as outlined in Bloom's Taxonomy) with 154 gifted 3rd-6th graders.

AUTHOR: Chambers, J. A. & Barron, F.

TITLE: Identifying the culturally different gifted student.

SOURCE: ED 163693, 1978.

Using 298 Mexican-American 3-6 grade students from urban and rural areas, students were rated by present and former teachers on traits characteristic of highly creative and talented individuals (student checklist), and on the American Association of Mental Deficiency Adaptive Behavior Scale. Students were given IPAT (Institute for Personality and Ability Testing), Culture Fair Intelligence Test, the Wallach-Kagan tests of creativity, and the Personal Adjective Checklist. Results show all tests except the Personal Checklist were fairly consistent when compared to teachers' ratings.

AUTHOR: Chambers, J. A., et al.

TITLE: Identifying gifted Mexican-American students.

SOURCE: Gifted Child Quarterly, Summer 1980, 24 (3), 23-28.

The study, involving 128 third through sixth graders, examined a combination of the teacher rating/product evaluation methods for identifying gifted Mexican American children and determined its relative merits over the method now in use (measurement of student's IQ scores).

AUTHOR: Coleman, L.

TITLE: Interpersonal evaluations of the gifted associated with the sociometric structure of special classes.

SOURCE: Dissertation Abstracts International, December 1975, Vol. 36 (6-A), 3561-3562.

One hundred and forty gifted 4th, 5th, and 6th graders were given an Index of Interpersonal Criteria (An adoption of the semantic differential technique was used to obtain evaluations on eleven criteria associated with sociometric structure.). Students were asked to rate selves and others. The study found criteria play less role in formation of structure in these classes.

AUTHOR: Cummings, W. B.

TITLE: Cummings' Checklist of Characteristics of Gifted and Talented Children.

SOURCE: ED 187065, 1980.

Teachers used the Cummings' Checklist (CC) to nominate 516 elementary age children for gifted program. Students were classified as either test (IQ), identified gifted (TIG), non-test identified gifted (NTIG), or not classified. Results indicated: (1) the CC did discriminate between gifted and non-gifted students with 18 of 31 items, (2) CC did not discriminate between TIG and NTIG students, (3) more racial minority students were identifited when CC was included in the screening procedures.

AUTHOR: Cox, A.

TITLE: Suggested instrument for the identification of preschool and kindergarten disadvantaged gifted.

SOURCE: Southern Journal of Educational Research, Winter 1974, 8 (5), 198-208.

Presents a list of spatial relations, memory, reasoning, classification, and aptitude tests which can be used to identify disadvantaged gifted students in preschool and kingergarten classes.

AUTHOR: Cunningham, C. H., et al.

TITLE: Use of S. O. I. abilities for prediction.

SOURCE: Gifted Child Quarterly, Winter 1978, 22 (4), 506-512.

The value of the Structure of the Intellect Learning Abilities Test for identifying gifted children and predicting teacher perception of them was investigated with 138 intermediate grade students.

AUTHOR: Dabney, M. G.

TITLE: An identification curriculum and evaluation model for gifted Black adolescents--Part I.

SOURCE: ED 213194, 1981.

Description of the identification, curriculum and evaluation components of a program which currently serves 83 gifted but economically disadvantaged children at a Richmond, Virginia Community High School. Identification focuses on adaption of Baldwin Identificaion Matrix which combines measures of ability, achievement, creativity, motivation, leadership, and interview results.

AUTHOR: Davis, F. & Lesser, G.

TITLE: Identification of gifted elementary school children with exceptional scientific talent.

SOURCE: ED 002864, 1966.

A test of science aptitude was constructed and administered to 58 gifted 6-7 year old children. Two forms of a 91-item Hunter Science Aptitude Test were constructed and administered at the beginning of the school year and at the completion of seven different science units. A single weighted, Composite Science Achievement Score was obtained from each student. The parallel forms reliability coefficient of the Hunter Science Aptitude Test and the reliability of the Weighted Composite Science Achievement Score were found to be lower than expected. However, the predictive validity correlation coefficients were extremely high. Research extensions and further validation studies were recommended.

AUTHOR: Davis, P. I.

TITLE: Community-based efforts to increase the identification of the number of gifted minority students.

SOURCE: ED 176487, 1978.

Reports on a study of community-based identification of gifted/talented Black middle-school students. Seventeen leaders--ministers, scoutmasters, youth

leaders--were given questionaires to recommend students they felt were gifted. Results showed that 15 students were identified as gifted. 13 were considered to possess cognitive superiority; 13 psychosocial superiority; 13 talent-specific superiority; and some in more than one area.

AUTHOR: Delisle, J. R. & Renzulli, J. S.

TITLE: The revolving door identification and programming model: correlates of creative production.

SOURCE: Gifted Child Quarterly, Spring 1982, 26 (1), 24-26.

Discriminant function analyses with 1,121 traditionally selected gifted students grades 1 - 8 using the Revolving Door Identification and Placement Model revealed that the most discriminating variable of group membership was class rank. For students in grades 1-3 or 4-6 academic self-concept was the second most powerful discriminant.

AUTHOR: Dirks, J. & Quarfoth, J.

TITLE: Selecting children for gifted classes: choosing for breadth vs. choosing for depth.

SOURCE: Psychology in the Schools, October 1981, 18 (4), 437-47.

A comparison of two types of multiple criteria models used to select gifted children. Breadth models, depth models, and more traditional intelligence test models were given to 159 fourth graders. Results indicate depth models included more students with unusually high IQ scores and more promising underachievers.

AUTHOR: Duncan, J. A. & Dreger, R. M.

TITLE: Behavioral analysis and indentification of gifted children.

SOURCE: Journal of Genetic Psychology, September 1978, 133 (1), 43-58.

A discordant analysis was used to assess the capability of the Children's Behavioral Classification Project (CBCP) profiles to differentiate between gifted and normal samples of students. Results indicate that behavioral reports can be used to identify gifted children.

AUTHOR: Dunn, R. S. & Price, G. E.

TITLE: The learning style characteristics of gifted students.

SOURCE: Gifted Child Quarterly, Winter 1980, 24 (1), 33-36.

It was found that six of the 24 variables on the learning style inventory significantly discriminated between gifted and normal elementary age students,

and that gifted students also tended to be highly individualistic in their preferences for sound, silence, interaction, temperature variations, intake, mobility, and time.

AUTHOR: Ellison, O.

TITLE: Identifying racial minority second grade gifted students.

SOURCE: Dissertation Abstracts International, 1972, 32 (7-A), 3783-3784.

One hundred twenty seven Black, 85 Mexican-Americans and 87 White children were administered a battery of individual and group instruments. Results showed the Examiner and Pupil Rating Scales, grade point average and Standardized Beery Visual Motor Integration Tests were the instruments which identified the highest percentage of gifted minority students. The WISC and Wide Range Achievement Test should also be considered for use in identifying gifted minorities.

AUTHOR: Engin, A. W., Geis, J. & Walbrown, J.

TITLE: The influence of supplementary subtests on WISC IQ scores for high achieving students.

SOURCE: Psychology in the Schools, January 1976, 13 (1), 29-31.

Twenty high achieving 5th grade pupils were given WISC to determine the influence of supplementary subtests on their scores. Findings showed that the addition of digit span and mazes subtests significantly lowered the verbal performance and full-scale IQ scores. *

AUTHOR: Feldhusen, J. F. et al.

TITLE: Using standard scores to synthesize data in identifying the gifted.

SOURCE: Journal for the Education of the Gifted, Spring 1981, 4 (3), 177-186.

Authors review problems associated with the currently practiced matrix methods of identifying gifted students. Describes an aggregation method utilizing a statistical approach involving standard scores and relates the method to specific program examples.

AUTHOR: Fitz-Gibbons, C.

TITLE: The identification of mentally gifted disadvantaged students at the eighth grade.

SOURCE: Journal of Negro Education, Winter 1974, 43 (1), 53-66.

Four hundred 8th grade Black students in urban California were given Raven Standard Progressive Matrices, California Test of Mental Math, and California Achievement Tests, teacher nominations, and then given the WISC to determine giftedness and correct placement. A final selection of 8 students was made.

AUTHOR: Gazin, K. L. & Gazin, W. T.

TITLE: Peer group choice as a device for screening intellectually gifted children.

SOURCE: Gifted Child Quarterly, 1969, 13 (3), 189-194.

Fourth graders in a public school were given characteristic descriptions of other gifted children to match with names of classmates. The number of times a pupil's name was mentioned by peers was found to correlate significantly with IQ tests.

AUTHOR: Gear, G. H.

TITLE: Accuracy of teacher judgment in identifying intellectually gifted children: A review of the literature.

SOURCE: The Gifted Child Quarterly, Winter 1976, 20 (4), 478-489.

A review of the literature related to teachers' accuracy in the indentification of intellectually gifted students indicates that teachers are relatively poor at this task. The author asserts that we should clearly look at training teachers in this area.

AUTHOR: Gear, G.

TITLE: Effects of training program, identification of the potentially gifted, on teachers' accuracy in the identification of intellectually gifted children.

SOURCE: Dissertation Abstracts International, April 1976, Vol. 36 (10-A), 6548-6549.

Teachers were given training in identification of potentially gifted to determine if training would enhance their ability to accurately identify disadvantaged gifted students. Results indicate training was valuable.

AUTHOR: Glasnapp, D. et al.

TITLE: Use of discordant analysis in the identification of gifted students.

SOURCE: ED 209823, 1981.

Sixty-four possibly gifted students from Garden City, Kansas were used to test the application of discordant analysis in identification of academically gifted elementary children. Screening included standardized tests, scores, teacher ratings, student performance on nonverbal tasks. The descriptions of prevalent gifted behaviors given by 85 experts were also used. Results found that among nonverbal tasks the most predictive were the Maze Tracing Speed Test, the Identical Pictures Test, Addition and Subtraction Test, Story Sequence Test, and Number Comparison Test. Use of the method for individual testing would have led to a 26% reduction in testing time while being 90% accurate in identification of gifted students.

AUTHOR: Golicz, H.

TITLE: Use of Estes Attitude Scales with gifted underachievers.

SOURCE: Roeper Review, April-May 1982, 4 (4).

Discusses the appropriateness of using the Estes Attitude Scales in diagnosing and identifying gifted underachievers. Evaluates the strength of the Estes Scales and the reliability and validity of its measures.

AUTHOR: Grant, T. E. & Renzulli, J. S.

TITLE: Identifying achievement potential in minority group students.

SOURCE: Exceptional Child, January 1975, 41 (4), 255-59.

An inventory was developed to identify potentially successful college students who are from minority cultures and, therefore, might be missed by traditional screening procedures. An initial pool of 145 items was developed and field tested. The final instrument titled Relevant Aspects of Potential consists of 30 items and is intended to supplement other methods for evaluating student performance. *

AUTHOR: Hale, S. T. & West, J.

TITLE: The implications of linguistic performance for educational placement of entering first graders.

SOURCE: ED 213195, 1981.

Reports on a pilot study of 280 entering 1st grade students to try to identify potential handicaps, giftedness or other special needs. At registration students were given visual acuity, auditory acuity, and language functioning tests. Language test data allowed the identification of six profile types for further evaluation: speech/language impaired, learning disabled, mentally retarded, children with dialectal variations, intellectually gifted, and normal children.

AUTHOR: Herdman, J. W. & Croyle, G.

TITLE: A kindergarten screening procedure for the identification of potentially exceptional children.

SOURCE: ED 181703, 1979.

Three hundred and fifty potentially gifted kindergarten students were screened by a procedure which used Slosson Drawing Coordination Test, the Boehm Test of Basic Concepts, the Draw-a-Man Test, and teacher checklist. Fifty-two students were selected to be tested. The screening prccedure was found to be useful in identifying children who were later found to be gifted.

AUTHOR: Hillard, P.

TITLE: Identifying gifted minority children through the use of nonverbal tests.

SOURCE: Dissertation Abstracts International, May 1976, 36 (7293-A).

One hundred-nine Black children (58 boys and 51 girls) from public schools in the Bedford-Stuyvesant section of Brooklyn, New York from IGC (Intellectually Gifted Children), High Achievers, Middle and Low Achievers class were administered the Goodenough-Harris Drawing Test and Torrance Tests of Creative Thinking Figural Form A. Results showed: (1) differences in mean performance between ability groups on the Goodenough-Harris Drawing Test but no difference in sex performance on the same test, (2) there were no significant differences among 4th grade ability groups on their mean performance on the Torrance Tests of Creative Thinking.

AUTHOR: Julien, P. D. & Ostertag, B. A.

TITLE: Behavioral characteristics of gifted Navajo students as correlated with intellectual ability and creativity.

SOURCE: ED 214713, 1982.

Two hundred and forty-four Navajo students grades 2-8 were given Structure of the Intellect Learning Abilities Test (SOI-LA). Their scores were compared with test scores of other students. Fifty-four of the 244 students scored in the gifted range. These students scored in the gifted range on three or more subtests. Teachers completed Scale for Rating Behavioral Characteristics of Creative Thinking and Intellectual Abilities (SRBCSS). Comparison of SRBCSS and SOI-LA yielded negative and positive correlations among grades and sex. Recommendations were made for development of training for teachers to identify gifted Navajo students.

AUTHOR: Karnes, M. B.

TITLE: Preschool assessment guide.

SOURCE: ED 160227, 1978.

A guide provides a set of qualitative and quantitative procedures and criteria for determining if a preschool handicapped child is talented in any of 6 areas: intellectual, academic, creative, leadership, visual and performing arts, and psychomotor.

AUTHOR: Kaufmann, S.

TITLE: A comparison of alternate methods for identifying kindergarten pupils for mentally gifted minor programs.

SOURCE: Dissertation Abstracts International, December 1973, 34 (6-A), 3142.

Compared the effectiveness of four different methods of identification. The Otis-Lennon Intelligence Test, the California Test of Mental Maturity, Teacher

Judgment Form, and the Kaufmann Critical Observation Scale (K-COS) were used. Found that Ctis-Lennon when used in conjunction with other instruments was most efficient identifier of gifted children.

AUTHOR: Kessinger, P. R.

TITLE: The use of student general descriptions in the identification of math talent.

SOURCE: Dissertation Abstracts International, June 1971, 31 (6280-A).

Fifty students grades 4-9 from the Willcox Public Schools, Willcox, Arizona, were administered the Test to Elicity Math Statements (TEMS). Responses to sets were scored by CDC-6400 computer system. Results found significant correlations within grade scores on TEMS and previous math achievement, and between TEMS and SAT scores. Author suggests further inquiry into method may provide tools for further identification of mathematically talented students.

AUTHOR: Khatena, J.

TITLE: Something about myself: a brief screening device for identifying creatively gifted children and adults.

SOURCE: Gifted Child Quarterly, Winter 1971, 15 (4), 262-66.

Describes an autobiographical instrument useful as a screening device for locating the highly gifted. Administration, scoring, reliability, and validity are discussed. *

AUTHOR: Kosc, L.

TITLE: A new test for differentiation of mathematical abilities in children.

SOURCE: Psychologia A Patopsychologia Dietata (Polish), 1967-1968, 3 (4), 323-336.

Describes the theoretical principles and content of an original collective test of math abilities --the Kalvala I Test. Presents results of research of the administration of this and other math and spatial ability tests to 375 11-year-old children.

AUTHOR: Kranz, B.

TITLE: Multidimensional Screening Device (MDSD) for identification of gifted/talented children.

SOURCE: ED 177761, 1978.

A monograph which presents a model for identifying gifted/talented children based on a multidimensional concept of intelligence designed to include the

less accepted school population in its initial search, and tied to a staff development program for teachers who must be part of the screening process. MDSD includes 10 categories--scoring procedures are also described.

AUTHOR: Kysilka, M. L. et al.

TITLE: A preliminary study to determine the validity of the Annehurst Curriculum Classification System as a means of identifying gifted/talented students.

SOURCE: ED 173985, 1979.

A study was made to validate the Annehurst Curriculum Classification System (ACCS--a means of classifying, organizing, storing, and retrieving curriculum materials in terms of human characteristics) as a means of identifying gifted/talented students. Sixty elementary teachers were asked to identify three students whom they had taught or were teaching whom they considered gifted. An ACCS form was completed and compared to characteristics identified in SRBCSS. Results indicate that ACCS was comparable with SRBCSS. It is suggested that ACCS could eventually be useful in identifying gifted students.

AUTHOR: Lang, R. J. & Ryba, K. A.

TITLE: Identification of some creative thinking parameters common to the artistic and musical personality.

SOURCE: British Journal of Educational Psychology, November 1976, 46 (3), 267-279.

Musical artists, visual artists, and control group of undergraduate students were given Torrance Tests of Creative Thinking, Barron-Welsh Art Scale, and a musical perception test. Both artistic and musical personalities showed preference for visual stimulus complexity in cognitive styles. Selected variables were shown as reliable predictors of identifying artistically gifted.

AUTHOR: Lesser, G. S., Davis, F. B., & Nahemow, L.

TITLE: The identification of gifted elementary school children with exceptional scientific talent.

SOURCE: Educational Psychology Measurement, Summer 1962, 22 (2), 349-64 (26 references).

The authors constructed and validated an instrument for the identification of science gifted at the elementary level. Two parallel forms of the Hunter Science Aptitude Test were given. High predictive validity coefficients were obtained. *

AUTHOR: Long, R.

TITLE: An approach to defensible nondiscriminatory identification model for the gifted.

SOURCE: ED 201112, 1980.

The mean scores of the Otis-Lennon Mental Ability Test and the Iowa Test of Basic Skills reading and math scales were compared for 4th, 5th, and 10th grade students and divided into four groups: white advantaged, white disadvantaged, black advantaged, black disadvantaged. Results showed a significant difference in the mean IQ for each group. A model is proposed which uses local norms for the two tests, followed by analysis of scores on the Ravens Standard or Progressive Matrices, the Renzulli-Hartman Scale, and the Baldwin Indentification Matrix.

AUTHOR: Malone, C. E.

TITLE: Behavioral identification of gifted children.

SOURCE: Gifted Child Quarterly, Winter 1975, 19 (4), 301-306.

Biographical indices and Carousel Computer Program were used to identify gifted minority primary children in an urban school for giftedness.

AUTHOR: Mazer, I. R.

TITLE: A reasonably satisfactory way of identifying intellectually gifted students.

SOURCE: ED 206143, 1981.

The need to determine eligibility of a program for intellectually gifted students resulted in combining deviation scores on achievement, aptitude, ability, and motivation into a matrix score. These matrix scores and student's success were determined for present participants in the program. Results of T-test led to a recommendation of score for new entrants to be set at the mean for the successful students.

AUTHOR: McFarland, S. L.

TITLE: Guidelines for the identification of young gifted and talented children.

SOURCE: Roeper Review, November/December 1980, 3 (2), 5-7.

Identification instruments and techniques are listed with their advantages. The author suggests it is wise to determine the types and goals of the gifted program before choosing identification techniques.

AUTHOR: Meeker, M. N.

TITLE: The prophecy of giftedness.

SOURCE: Gifted Child Quarterly, Spring 1976, 20 (1), 100-104.

A paradigm for the identification and development of giftedness is offered. The paradigm is illustrated and shown to involve three major areas of functioning: academic, social-emotional, and physiological. *

AUTHOR: Mercer, J. R. & Lewis, J.

TITLE: Using the System of Multicultural Pluralistic Assessment (SOMPA) to identify the gifted minority child.

SOURCE: Educational Planning for the Gifted. Council for Exceptional Children, Reston, Virginia, 1978.

SOMPA, which was originally designed to prevent mislabeling of minority children as mentally retarded, was found useful in identifying gifted minority students. Uses three models: (1) medical model, (2) a social system model, (3) the pluralistic model. The SOMPA was standardized on 2,100 Hispanic, Black and white students in the California public schools. Results indicate that SOMPA potentially is effective in identifying more gifted minority than more standard WISC-R test. Recommends further experience with the measure to provide information on their limitations.

AUTHOR: Miller, P. & Ford, G.

TITLE: A new way to identify G/C/T children: the anecdotal approach.

SOURCE: G/C/T, September/October 1980, No. 14, 14-16.

Classroom log which presents the anecdotal account of a typical day in an elementary class is used to provide teachers with practice in identifying gifted and talented students based on student behavior. An answer key is provided although divergent responses which can be substantiated are encouraged.

AUTHOR: Okhowat, V.

TITLE: A study of the relationship between certain Rorschach responses and intelligence in Iran.

SOURCE: Israel Annals of Psychiatry and Related Disciplines, March 1977, 15 (1), 58-62.

Forty-nine Iranian undergraduates were given the Raven Matrices, Lorge-Thorndike Intelligence Test and Rorschach to determine verbal and nonverbal intelligence. Results indicate that only verbal intelligence could be predicted from Rorschach.

AUTHOR: Payne, D. A. & Halpin, W.

TITLE: Use of Factor Biographical Inventory to identify differently gifted adolescents.

SOURCE: Psychological Reports, December 1974, 35 (3), 1195-1204.

High school junior and senior gifted students were given Factor Biographical Inventory in different areas to determine the amount of differences in giftedness between the sexes and within the same sex.

AUTHOR: Perrone, P. & Chen, F.

TITLE: Toward the development of an identification instrument for the gifted.

SOURCE: Roeper Review: A Journal on Gifted Education, September 1982, 5 (1), 45-47.

Authors describe the development of the Male and Perrone instrument (GIFTS) for identifying gifted and talented achievers. The technique used the classification of behavior in six categories: convergent, divergent/creative, goal oriented, social skills, physical skills, and affective/feelings. Each category included ten behaviors ranging from simple to complex and organized into a student self-description checklist and parent and teacher student rating checklist. Eighty-nine junior and senior high students, sixty-seven teachers, and one hundred and sixty-eight parents completed the information. Analysis of results indicates that convergent ability, divergent thinking intraception, social awareness, and social effectiveness are characteristics of gifted and talented. It is suggested that the instrument may be used as a supplement to move traditional measures of GPA and IQ since it provides a more thorough analysis of the talented.

AUTHOR: Porter, R. B.

TITLE: Reporting procedure for early school admission for mentally advanced children.

SOURCE: Journal of School Psychology, 1971, 9 (2), 127-130.

Presents a short, logical developmental technique for reporting a prediction of school success for children being investigated for possible early entrance into school.

AUTHOR: Rader, J. R.

TITLE: Piagetian assessment conservation skills in the gifted first grader.

SOURCE: Gifted Child Quarterly, Fall 1975, 19 (3), 226-29.

Upon being administered a Piagetian task, a group of intellectually gifted 1st graders far out-performed their average peers--most of them reached the ceiling on the test. *

AUTHOR: Rellas, A. J.

TITLE: The use of the Wechler Preschool and Primary Scale (WPPSI) in the early identification of gifted students.

SOURCE: California Journal of Educational Research, May 1969, 20 (3), 117-19.

Twenty-six five and six-year-olds were tested on the Stanford-Binet and Wechsler Preschool and Primary Scale. IQ scores on the Binet were higher than the WPPSI scores. The advisability of using the WPPSI for the early identification of gifted students is limited by its low ceiling and lack of agreement with the Binet. *

AUTHOR: Renzulli, J. and Smith, L.

TITLE: Identification of gifted students.

SOURCE: Exceptional Children, May 1977, 43 (8), 512-518.

Students in 1st, 3rd, and 5th grades were given traditional and case study tests in order to compare effectiveness and efficiency of using either approach. Case study was found superior on three levels: (1) use of multiple sources of information, (2) effective with minority students, and (3) less costly and time consuming.

AUTHOR: Richert, E. S., Alvino, J. & MCDonnel, R.

TITLE: National Report on Identification: comprehensive identification of gifted and talented youth.

SOURCE: Educational Improvement Center-South. Sewell, N. J. 08080, 1982.

This 450 page report gives a comprehensive report on current practices in the U. S. A. in identifying children who are gifted. Section I of the document discusses the problems faced by a person in identifying the gifted. Section II gives some recommendations and cautions in selection and interpretation of data collected. Section III presents an analysis of the use of tests and other instruments. Over 60 instruments are described. Each is assessed for its appropriateness in finding specific abilities and subpopulations.

AUTHOR: Rimm, S. & Davis, G. A.

TITLE: Five year of international research with gift: an instrument for the identification of creativity.

SOURCE: Journal of creative Behavior, 1980, 14 (1), 35-46.

Study which concluded that although gifted criterion validity is modest, it predicts creativity about as well as other more complicated instruments, and its reliability is much better than teacher ratings or nominations, and that it also appears to have international and cross-cultural validity.

AUTHOR: Rivera, R.

TITLE: Nondiscriminatory assessment of the gifted bilingual child.

SOURCE: ED 204874.

Four case studies are used to illustrate the methods used to identify two English speaking and two nonEnglish speaking gifted Hispanic students. Advantages and disadvantages of test translations, culture specific tests, culture fair tests, nonverbal measures of intelligence and pluralistic norms as employed by the system of Multicultural Pluralistic Assessment (SOMPA) are discussed. Makes suggestions for improving existing identification methods.

AUTHOR: Rodriguez, R. F. et al.

TITLE: Identification of gifted minority group children.

SOURCE: ED 204992, 1981.

Twelve elementary Hispanic children were administered the System of Multicultural Pluralistic Assessment (SOMPA) and Cartoon Conservation Scales (CCS). Comparisons were made between teacher nominations and scores on the Estimated Learning Potential (ELP) of the SOMPA, scores on CCS. Results showed ELP scores were more consistent than CCS in identifying gifted minority children who were previously nominated by teachers.

AUTHOR: Rosenberg, L. A.

TITLE: Identifying the gifted child in the culturally deprived population: the need for culture fair instruments.

SOURCE: American Journal of Orthopsychiatry, March 1967, 37 (2), 342-43.

Describes a culture fair instrument for assessment of intelligence, the "John Hopkins Perceptual Test," developed by the author. Validated on middle and lower class preschool subjects, the test correlated positively with other intelligence tests. Its use is advocated in the selection of gifted children for special programs in poverty areas. *

AUTHOR: Rubenner, R.

TITLE: Identification and evaluation procedures for gifted and talented programs.

SOURCE: The Gifted Child Quarterly, Summer 1979, 23 (2), 304-316.

Programs to aid in identification and evaluation of gifted students are summarized.

AUTHOR: Rubin L.

TITLE: A search for the unchosen gifted and talented.

SOURCE: G/C/T, September/October 1981, No. 37.

This article suggests that most testing devices do not show resourcefulness and creativity, and therefore, penalize many students because of low levels of past achievement.

AUTHOR: Scarvelis, S.

TITLE: Guidance procedures supported by elementary school counselors and counselor educators of Ohio for the identification and guidance of the gifted.

SOURCE: Dissertation Abstracts International, 1979, 30 (6-A), 2343-2342.

Elementary School Guidance Procedure Opinionaire was developed to help identify guidance procedures which elementary school counselors and counselor educators of Ohio indicate as being most valuable in the indentification and guidance of gifted children by counselors.

AUTHOR: Schmidt, M. et al.

TITLE: Kindergarten Early Entrance Identification Manual.

SOURCE: ED 214674, 1981.

A manual which was produced by the Washington State Early Entrance Identification Committee to provide assistance to the school districts of Washington State. The aim was to aid in the identification of the exceptionally able child who does not meet kindergarten age criteria. Manual lists screening devices (in matrix form); recommends against discriminating practices.

AUTHOR: Shipley, E. G.

TITLE: Screening for gifted children: the use of training and observation in the identification process.

SOURCE: ED 189787, 1978.

A screening model which included: (1) training, observation, and nomination by teachers, (2) orientation and use of sociometric techniques to obtain peer nominations, and (3) screening of school records to determine lists of students with IQ 120 and above was used with 47 3rd -5th graders. Screening model was found to be more efficient than traditional methods to determine early entrance candidates.

AUTHOR: Snow, A.

TITLE: Ethno-science and the gifted in American Indian education.

SOURCE: Gifted Child Quarterly, Spring 1977, 21 (1), 53-57.

It was found that interest and participation in projects involving ecology and microbiology automatically identified gifted Indian children and preserved healthy self-concept in their culture.

AUTHOR: Stalker, M. Z.

TITLE: Identification of the gifted in art.

SOURCE: Studies in Art Education, 1981, 22 (2), 49-56.

Using 103 adult art students, study sought to develop a theoretical model for identifying those gifted in art based on the hypothesis that cognitive complexity, executive skill in drawing, and affective intensity correlate significantly with behaviors consistent with artistic success. Results confirmed the importance and measurability of these variables.

AUTHOR: Storlie, T. R. et al.

TITLE: The development of a culturally fair model for the early identification and selection of gifted children.

SOURCE: ED 177273, 1978.

A two-stage model for early identification and selection of gifted children in kindergarten to third grade was used. Three hundred and sixteen potentially eligible students were selected in the 1st stage for possible inclusion in the Walker full-time program in Flint, Michigan. A ranked list of six criteria was developed and used by a committee of teachers, parents, community leaders. The list included creativity, intellectual potential, learning ability, motivation, leadership, and social/self awareness, academic achievement. Results indicate a final selection of 56 students and also the utility of parent involvement since 12 of the 56 students were parent nominees.

AUTHOR: Sullivan, A. R.

TITLE: The identification of gifted and academically talented Black students.

SOURCE: Journal of Special Education, Winter 1973, 7 (4), 373-79.

Cites many studies confirming the bias and irrelevance of most standardized instruments in assessing the intelligence of Black youth. Suggests alternative ways of locating talent in the Black community. *

AUTHOR: Tidwell, R.

TITLE: A Psycho-educational profile of gifted minority group students identified without reliance on aptitude tests.

SOURCE: Journal of Non-white Concerns in Personnel and Guidance, January 1981, 9 (2), 77-86.

Presents psycho-educational information about four racial groups of gifted high school students identified by a non-testing method. Results indicated these students had higher self-concept scores and higher internal locus of control scores. Racial status appears to have little effect when social position dimensions are controlled.

AUTHOR: Thompson, J. & Finley, C. J.

TITLE: Abbreviated WISC for use with gifted elementary school children.

SOURCE: California Journal of Educational Research, September 1963, 14 (4), 167-77.

An abbreviated scale of the WISC for use with gifted was developed and tested. Authors found that with a correlation of .75 and an error estimate of approximately 4 IQ points, the shorter test might have some value. *

AUTHOR: Torrance, E. P., Bruch, C. & Morse, J. A.

TITLE: Improving predictions of the adult creative achievement of gifted girls by using autobiographical information.

SOURCE: Gifted Children Quarterly, Summer 1973, 17 (2), 91-95.

Torrance Tests of Creative Thinking were given to the total high school population of 7th to 12th grades in 1959 to predict future creativity. Results showed test was better at predicting male creativity.

AUTHOR: Torrance, E. P. & Hall, L.

TITLE: Assessing the further reaches of creative potential.

SOURCE: Journal of Creative Behavior, 1980, 14 (1), 1 - 49.

An article which discusses some limitations of present assessment procedures for identifying and understanding the further reaches of creative potential; identifies a few abilities of practical importance belonging to those reaches and suggests some means whereby these talents might be assessed.

AUTHOR: Torrance, E. P. & Khatena, J.

TITLE: What kind of person are you?

SOURCE: Gifted Child Quarterly, Summer 1970, 14 (2), 71-75.

Describes a brief screening device produced by the senior author for the identification of the creatively gifted adolescents and adults and for use in teaching and experimental grouping situations. The instrument has been found to identify persons interested in creative fields of endeavor and to correlate with other tests that purport to identify creative persons. *

AUTHOR: Webber, G. D.

TITLE: The progressive matrices, 1956 as a screening instrument for identifying intellectually gifted public school students.

SOURCE: Dissertation Abstracts International, May 1976, 36 (7996-A).

Two hundred twenty-nine kindergarten to 8th grade students in Marion County, Florida were administered the Progressive Matrices, 1956 (PM). PM scores were correlated with Slosson Intelligence Test (SIT), Wechsler Intelligence Scale for Children (WISC), or the Wechsler Intelligence Scale for Children Revised (WISC-R). Scores of PM, SIT, WISC, WISC-R were tallied to determine if PM scores would add to the predictive value of SIT scores when used to screen students being referred to gifted program with WISC or WISC-R to be used as final evaluative instrument. A SIT cut-off of 130 resulted in 90.6% effectiveness, 47.3% efficiency using a 98% cut-off score on the PM.

AUTHOR: Welsh, G. S.

TITLE: Creativity and Intelligence: A Personality Approach.

SOURCE: Chapel Hill: University of North Carolina Institute for Research in Social Science, 1975, 276 pp.

Reported a study of non-cognitive aspects of creativity and intelligence with 1,155 academically or artistically talented adolescents attending the Governor's School in North Carolina. A battery of intelligence and personality inventories was given them and resulted in the identification of four distinct groups differing in intelligence and originality. *

AUTHOR: Whiting, S. A. et al.

TITLE: Identification of the mentally gifted minor deaf child in public school system.

SOURCE: American Annals of the Deaf, February 1980, 125 (1), 27-34.

Describes procedures used by Covina Valley Unified School District, California for identifying deaf and severely hard of hearing children 3-18 years old who are mentally gifted. Before initiating such a program, it is suggested that there be an awareness of state requirements for classification as mentally gifted and of state funding for programs for mentally gifted.

AUTHOR: Willerman, L. & Fiedler, M.

TITLE: Infant performance and intellectual precocity.

SOURCE: Child Development, January 1974, 4 (2), 483-486.

A retroactive check of 100 white children at age 4 with IQ's of 140 or more and who had been administered the Bayley Scales of Mental and Motor Development at 8 months was done. Results indicate these children were not more advanced than other infants at 8 months.

AUTHOR: Williams, R. J. et al.

TITLE: An analysis of an identification procedure for gifted children.

SOURCE: Diagnostique, Summer-Fall 1980, 6 (1), 10-15.

Analysis of an identification procedure in which teachers, counselors, and principals nominated gifted students from 168 2nd graders indicated that nominations were highly inaccurate when judged against a standardized test as criterion. However, some improvement occured when a screening test was used to establish cut off scores.